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ABSTRACT

The Language Proficiency Assessment Committees (LPACs) authorized by Congress were given the responsibility of assessing limited-English-speaking students within a school district and making placement recommendations regarding these students to the local school board. This manual provides guidelines and procedures for the establishment of tasks, assessment instruments, forms and documentation, entry criteria, strategies for classification, placement and follow-up procedures, exit criteria, and entry procedures. The role of parents is defined and their rights described. Suggestions are offered for training LPAC members. Appended materials include a variety of forms to assist each individual LPAC in its work. (JB)

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PROCEDURES MANUAL
LANGUAGE PROFICIENCY ASSESSMENT COMMITTEES

Intercultural Development
Research Association

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PREFACE

Everything that we know about educating children--all children --supports the notion that we can have greater success in educating them if we seek to know and understand their individual developmental, cultural and social characteristics as well as the needs and strengths and hopes of their families. These materials designed to assist school districts in organizing, training and operationalizing Language Proficiency Assessment Committees (LPACs) are based on this common sense assumption about the benefits of knowing the learner.

Bilingual education legislation enacted by the Texas Legislature has provided the framework for IDRA's development of these materials. We do not pretend that the materials set standards of compliance with law, since the setting of such standards is the appropriate responsibility of the state education agency. IDRA has simply seen a need for assistance to school districts in this area and attempted to fill a vacuum in a timely manner.

Establishing LPACs will present formidable organizational challenges to school districts facing competing institutional demands, but we have found that the task is not impossible. It can be done if approached systematically and with good faith. It must be done if we are to avoid losing children whose only developmental difference is that they speak a language other than English.

These manuals do not purport to set standards or interpret administrative, legislative or judicial guidelines. The user is cautioned that changes in these guidelines may require modifications of these materials. IDRA will welcome suggestions for the continued improvement of these materials. We will look forward to hearing of ways in which school districts have made the work of the LPAC more efficient without sacrificing the quality of their results. When better materials are produced, from whatever source, we will work to ensure that school districts know about their availability and their worth.

Clearly, well organized, trained and functioning LPACs are but the first step in providing linguistically different children an equal educational opportunity. To assess language characteristics and not respond with quality bilingual education is akin to doing screenings for medical problems and allowing them to go untreated. The courts have told us what our hearts have always known: That such neglect is contrary to the values and the law of our great nation. IDRA will continue to work with caring parents, teachers, administrators, and school board members to ensure that every child benefits to the best of his/her potential from an equal educational opportunity.

JOSE A. CARDENAS

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ABSTRACT

This manual (and the corresponding LPAC Training Manual) attempts to deal with those items which are important in the establishment and the operation of the Language Proficiency Assessment Committees. It discusses the need for the committees and provides guidelines and procedures, following the requirements of Senate Bill 477/House Bill 886, in practical terms. It defines the role of parents and their rights. It offers suggestions for the training of the LPAC members and other personnel involved in bilingual education.

Graphic representations, copies of forms, charts, and a glossary of terms are included wherever they add to the conceptualization and/or facilitation of the committees' tasks. The purpose is to provide LPAC members with the information necessary to become totally cognizant of their roles and responsibilities and to be able to function in full compliance with the mandates of Senate Bill 477/House Bill 886.

Language Proficiency Assessment Committee

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INTRODUCTION

RATIONALE

Documentation brought before the U.S. vs. Texas court case made evident discriminatory treatment endured by Mexican American children in the Texas public schools. The civil action addressed the educational inequities and deficiencies existing in programs for students of limited English proficiency. Judge William Wayne Justice issued a memorandum opinion on January 1981 for the purpose of establishing a plan of relief. This led to the formation of the Governor's Task Force on Bilingual Education for the purpose of making recommendations to the State Board of Education and the Texas Legislature. On April 17, 1981, Judge Justice issued the Court Order under U.S. vs. Texas, and on June 1, 1981 the Legislature enacted Senate Bill 477/House Bill 886 entitled Bilingual Education and Special Language Programs.

Section 21.462 of this bill authorizes the establishment of Language Proficiency Assessment Committees (LPAC) which are in accordance with the court directive and the recommendation of the Governor's Task Force. The purpose of these committees is to identify limited English proficiency (LEP) students and classify and place these students in bilingual education and special language programs. These committees review all pertinent information on each LEP student, validate classification, report the number of LEP students in each language proficiency category to the district's governing board, make recommendations for placement, and give

written notice of students' classification to parents. They monitor the progress of LEP students, keep records, make exiting determinations for and follow up exited students who, if not doing well in the all English curriculum, may be reclassified or reenrolled in bilingual or special language programs.

PURPOSE

This guide is designed to provide information in order to facilitate the implementation of Sec. 21.462 of S.B. 477 (which established Language Proficiency Assessment Committees). Members of the committee will need orientation and training to carry out their tasks effectively. It is advantageous to hold or schedule a training session before the committee starts working. The use of this manual proposes to provide the guidelines necessary to make the committee functional.

CONTENT

This guide includes and discusses the following:

- . Selection of Committee
- . Definition of Tasks
- . Implementation of Tasks
- . Flowchart: Scope and Sequence of Procedures
- . Assessment Instruments
- . Forms (Documents) Needed
- . Entry Criteria

- . Strategies for Classification
- . Placement Procedures
- . Follow-up Procedures
- . Exit Criteria
- . Reentry Procedures
- . Parent Participation
- . Role of Parents
- . Rights of Parents to Appeal
- . Training of Committee Members
- . Glossary
- . Appendix

GUIDELINES AND PROCEDURES

SELECTION OF COMMITTEE

In order to ensure that appropriate measures are established in providing equal educational opportunities for limited English proficient (LEP) students, Section 21.462 of S.B. 477 mandates the establishment of a Language Proficiency Assessment Committee in districts required to offer bilingual education and special language programs. This committee shall be composed of members including but not limited to:

- . a bilingual educator*;
- . a transitional language educator*;
- . a parent of a LEP student; and
- . a campus administrator.

In the organization of the committee, the following should be considered in the selection of each member:

- . commitment to address the educational needs of LEP children
- . commitment to bilingual education
- . commitment to the tasks of the LPAC
- . availability of time
- . individual experience of committee member
- . qualifications for specific tasks, i.e., skills in record keeping, skills in compiling and assessing data, interpreting data, interpersonal relationships, and community involvement.

Given the nature of the mandate with respect to documentation of all LPAC procedures and the monitoring

*All asterisks denote that definitions are found in the Glossary.

of committee activities by the Texas Education Agency (TEA), a school secretary or skilled clerk may be essential to the committee. It may also be necessary to include a counselor or a person competent to assess the students' emotional and social attainments. The goal is for the committee to be able to function efficiently in the identification of LEP students and in the addressing of their educational needs.

School districts can explore alternatives in the establishment of the LPAC. Some may decide to have two members of the LPAC, the bilingual educator and the parent, serve on a rotating basis. This could minimize the time spent away from their regular duties. The bilingual educator could serve on the committee when her/his students are being reviewed and the parent could be the parent/guardian of one of those students of the group being reviewed. If experience indicates that too much time is being spent with the tasks of the committee and this is interfering with the members' primary responsibilities, it may be advisable to rotate the other members also.

The size of a committee and number of committees within a district may vary according to need. When the number of LEP students at one campus is large, more than one committee may be needed. It may be necessary to organize the committees according to grade level to ensure the effectiveness of the assessments and follow-up procedures. If a campus has too few LEP students to justify having its own committee, it may share a committee with another campus.

The process for the selection of individual committee members has been left to the local districts. The selection could feasibly be undertaken by the bilingual education director, a campus administrator, and/or a facilitator who has good knowledge of the school population and staff. The designated individual should attempt to complete the selection process before the start of the school year or within the first week of school.

The committee has a time limit of four weeks after the first day of school to report to the local governing board* the number of identified LEP students and their appropriate placement in a bilingual or special language program. Shortening the waiting period between initial registration and the prescribed curriculum placement of the LEP student is very important.

DEFINITION OF TASKS

The tasks of the Language Proficiency Assessment Committee are numerous, require careful effort and are well defined by S.B. 477. The State Board of Education may also prescribe additional duties. It would be advantageous for the LPAC members to hold an organizational meeting for the purpose of discussing division of tasks and time lines. In an effort to simplify the regulations concerning these tasks, a summary list follows.

Section 21.462 of S.B. 477 requires that each Language Proficiency Assessment Committee:

- . review all pertinent information on limited English proficiency students, including:
 - .. the home language survey,*
 - .. the language proficiency tests in English and the primary language,
 - .. each student's achievement in the content areas,
 - .. each student's emotional and social attainment;
- . make recommendations concerning the most appropriate placement for the educational advancement of the limited English proficiency student after the elementary grades;
- . review each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement;
- . monitor the progress of students formerly classified as limited English proficiency who have exited from the bilingual education or special language program and, based on the information, designate the most appropriate placement for the student; and
- . determine the appropriateness of an extended program (beyond the regular school) depending on the needs of each limited English proficiency student.

IMPLEMENTATION OF TASKS

Much of the concern of the LPAC's members deals with how to implement the required tasks. Knowledge of the assessment instruments, forms, and procedures is helpful. The tasks of the committee are facilitated by input from the campus administrator, teachers, other personnel and parents. The procedures for LEP student placement and the participation of the school personnel and parents are outlined as follows:

- . campus administrator or delegate distributes home language surveys;
- . teachers review home language surveys to select students who have a non-English language background;
- . administrator refers these students for testing.

. Teachers or trained personnel:

- .. test non-English language background students with a language proficiency test in English and the primary language and convert scores to language proficiency levels;
- .. compare language proficiency levels, through use of matrix, to determine language categories;
- .. review achievement test scores;
- .. fill out eligibility form, compile folders and submit to LPAC.

. LPAC:

- .. reviews all pertinent information on LEP students including the home language survey, language proficiency tests in English and the primary language, achievement test scores in the content areas, and assessment of social and emotional attainment;
 - .. considers input from teacher, parent, counselor;
 - .. reports the number of LEP students in each category to district's Governing Board;
 - .. recommends placements of LEP students;
 - .. returns student folders to campus administrator.
- . Campus administrator files student folders in central location for further reference and use.
- . Teachers continuously update student folders.

. LPAC:

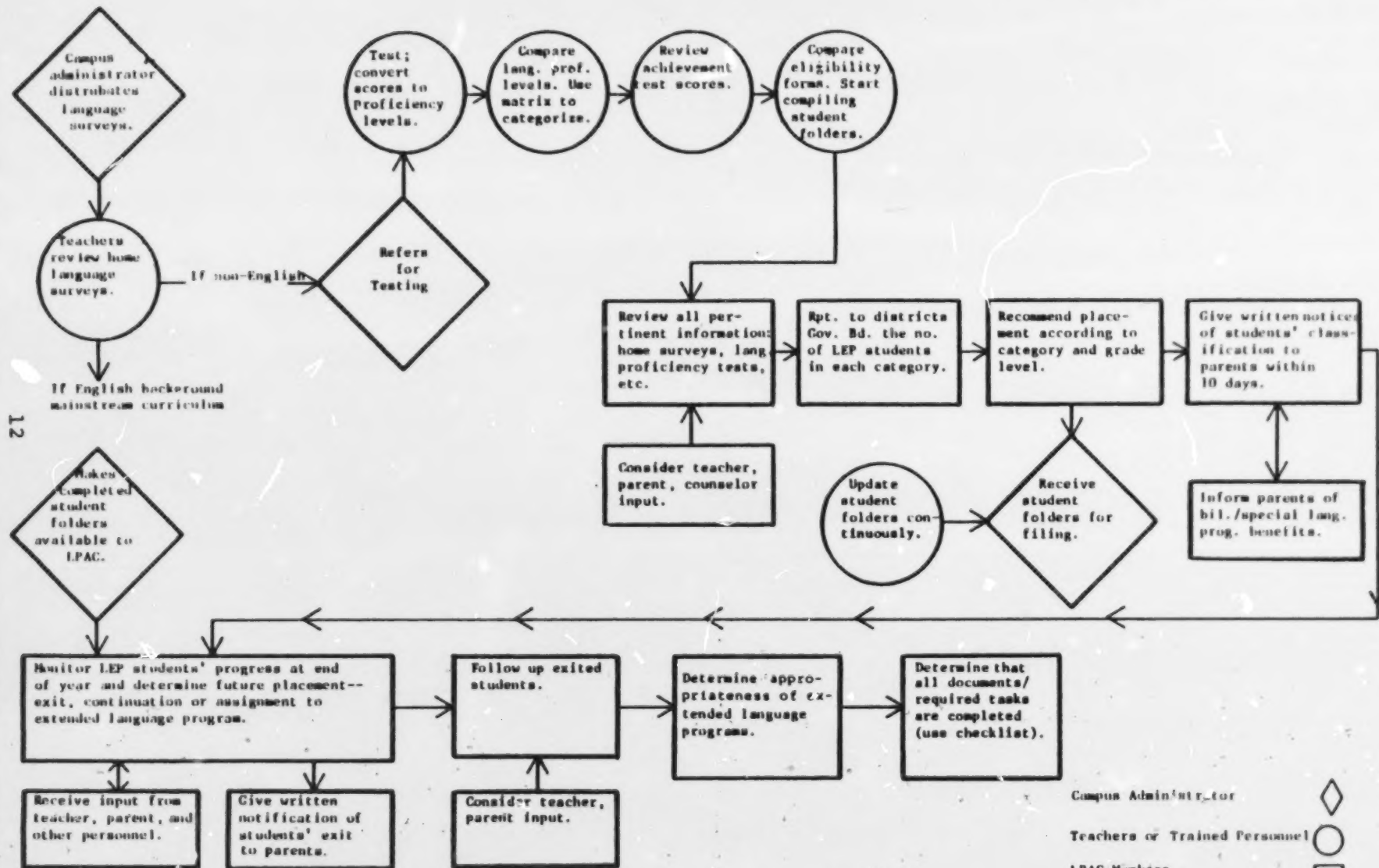
- .. gives parents written notice of student's entry into bilingual or special English program.
 - .. meets with students' parents to explain benefits of the program.
- . Campus administrator makes completed student folders available to committee.

. LPAC:

- .. monitors LEP students' progress at the end of the year and determines future placement: exit, reentry, enrollment in extended language program;
- .. receives input from teachers and parents;
- .. gives parents written notification of exit, reentry, enrollment in extended language program;
- .. monitors exited students' progress;
- .. considers teacher and parent input;
- .. determines appropriateness of extended language program (beyond the regular school) depending on the needs of each LEP students;
- .. determines by use of checklist if all documents and tasks are completed.

To better conceptualize the scope and sequence of the procedures, a flowchart is provided (see page 12).

FLOWCHART: SCOPE AND SEQUENCE OF PROCEDURES FOR STUDENT PLACEMENT



ASSESSMENT INSTRUMENTS

It is important for the LPAC members to become familiar with the various language proficiency assessment and achievement test instruments in order to be able to interpret the results, as required by Section 21.455 of S.B. 477. The Texas Education Agency (TEA) was given the task of reviewing and approving language proficiency assessment instruments for use in the public schools. The approved tests and corresponding scores which indicate that a student is LEP are:

TEST	GRADE LEVEL	SCORE
Primary Acquisition of Languages (PAL)		
Oral Language Dominance Measure (OLDM)	3-3	Lower than level 5 (for K only)
Oral Language Proficiency Measure (OLPM)	4-6	Lower than level 4.5
Bilingual Syntax Measure (BSM)	K-2	Lower than level 4
BSM II	3-12	Lower than level 5
Basic Inventory of Natural Languages (BINL)	K-12	K-2: score lower than 50 3-8: score lower than 75 9-12: score lower than 100
Language Assessment Scales (LAS)		
Level 1	K-5	Lower than level 4 (Raw score lower than 75)
Level 2	6-12	Lower than level 4 (Raw score lower than 82)
Shutt Primary Language Indicator Test (SPLIT)	K-6	Listening Fluency K: Raw score lower than 10 6 1: Raw score lower than 14 7 2: Raw score lower than 15 9 3: Raw score lower than 15 9 4: Raw score lower than 16 9 5: Raw score lower than 17 9 6: Raw score lower than 17 9 If the student scores lower than the indicated scores on either the Listening Test or the Verbal Fluency Test of the SPLIT, the student is to be classified as LEP.
Language Assessment Battery (LAB)		
Level I	K-1	Lower than 22
	2	Lower than 36
Level II	3-6	
	3	Lower than 56
	4	Lower than 67
	5	Lower than 77
	6	Lower than 79
Level III	7	Lower than 67
	8	Lower than 72
	9	Lower than 77
	10	Lower than 77
	11	Lower than 79
	12	Lower than 80

The test booklet or technical manual for each test contains information for interpreting test scores and determining the classification of LEP students.

When making decisions about the placement of LEP students, it is necessary to consider other evaluation measures such as the scores on achievement and criterion-referenced tests. Informal reading inventories* are good devices for placing students at appropriate reading levels. It is advisable to become familiar with the most frequently used standardized achievement tests and their interpretation of test results. Some of the most commonly known standardized tests are:

- . Metropolitan Achievement Test (MAT) for Reading and Math;
- . Iowa Test of Basic Skills (ITBS);
- . Comprehensive Test of Basic Skills (CTBS), also in Spanish;
- . California Achievement Test (CAT);
- . Stanford Task Test, 9-12; and
- . Texas Assessment of Basic Skills for grade levels 3, 5 and 9.

The committee members must exercise discretion in judging the results of standardized achievement tests. In the case of Mexican American students scores can be misleading and not indicative of the real ability of these students. Often the problem of which language to

use for testing arises. It is important to consider the amount of instruction in each language the student is receiving. If the student's instruction in the content areas is in the primary language, then it seems logical to administer achievement tests in those content areas in that language. If the student's instruction is in English only, then the administration of the tests should be in English. If the student is in transition and being instructed in both English and the primary language, then the tests could be administered in both languages.

FORMS (DOCUMENTS) NEEDED

It may be necessary to develop or adapt some forms (documents) to help in the process of identification of LEP students and the implementation of bilingual and special English language programs. TEA has designed some forms which can be used or adapted to meet the specific needs of school districts. Some school districts have developed their own. Some of the forms needed are listed here and some sample forms based on those used by the San Antonio Independent School District have been included in the Appendix. It is important that accurate and current documentation be kept for purposes of auditing by TEA.

- . Home Language Survey in both English and the primary language, to be used to determine the students' language background.
- . Student Interview in both English and the primary language, to be used with older students to verify the findings of the Home Language Survey.
- . Reporting Form to communicate the number of LEP students in each category to the district's Governing Board.
- . Notice to Parents written in both English and the primary language, to inform them of the student's entry/exit from the bilingual or special English language program.
- . LEP Eligibility Form for recording each LEP student's scores on both the English and primary language proficiency tests and other relevant information.
- . Monitoring Checklist as a source of input from the teacher/supervisor, to be reviewed by the LPAC members to assess the student's progress in the program.

- . Checklist: Completion of Tasks to be used by LPAC members to determine if all documentation and required tasks are completed.

ENTRY CRITERIA*

Entry criteria must be considered in order to identify LEP students. According to Section 21.455 of S.B. 477, members of LPAC may classify a student as limited English proficient if one or more of the following criteria are met:

- . the student's ability in English is so limited or the student is so physically handicapped that assessment procedures cannot be administered;
- . the student's score or relative degree of achievement on the agency-approved English proficiency test is below the levels established by the agency as indicative of reasonable proficiency;
- . the student's primary language proficiency score as measured by an agency-approved test is greater than his proficiency in English; or
- . the Language Proficiency Assessment Committee determines, based on other information such as, but not limited to, teacher evaluation, parental viewpoint, or student interview, that the student's primary language proficiency is greater than his proficiency in English or that the student is not reasonably proficient in English.

STRATEGIES FOR CLASSIFICATION

After identifying LEP students, they must be classified according to the degree or level of language proficiency in English and the primary language. This is necessary in order to match an instructional program to the characteristics of the students. The process involves the following steps:

- . administration of home language survey;
- . administration of a student interview;

*TEA minimal entry/exit criteria is contained in Proposed Amendment to 19 TAC, Chapter 77, Subchapter R. (226.32.52.001-.050) Bilingual Education, Sec. 77.356.

- . administration of the English Language Proficiency Test (score will determine level);
- . administration of primary language proficiency test to those whose scores are below levels on an English test;
- . assessment of the two scores for the purpose of classifying or placing the student in a category; and
- . ascertainment of the achievement characteristics of the students.

PLACEMENT PROCEDURES

The state law requires that school districts having 20 or more LEP students in any language classification in the same grade level shall offer a bilingual education or special English language program. It mandates that each district which is required to offer bilingual education and special language programs shall offer the following for students of limited English proficiency:

- . bilingual education in kindergarten through the elementary grades;
- . bilingual education, instruction in English as a second language, or other transitional language instruction approved by TEA in post-elementary grades through grade 8, and
- . instruction in English as a second language in grades 9-12.

To determine the category, it is necessary to compare the proficiency levels in both English and the primary language by using the matrix, developed or adapted and based on the test scores of the language proficiency instrument used. To facilitate the placement of students, the following suggested forms are included in the Appendix:

- . Aids to Student Categorization;

- . Suggested Instructional Program for Each Category.

It is hoped that these sample forms and forthcoming guidelines from TEA will aid LPAC members in their task of determining appropriate instructional programs.

FOLLOW-UP PROCEDURES

The follow-up process consists of considering students for exiting, continuation, reentry, or assignment to extended language programs. The use of the Monitoring Checklist: Teacher/Supervisor, found in the Appendix, can assist the LPAC members in the decision making necessary to exit, continue, reenroll, or assign students to extended programs. The follow-up procedures constitute an area that will be monitored by TEA for compliance with state rules.

EXIT CRITERIA*

A LEP student may be exited out of a bilingual education or special language program if the student is able to participate equally in an all-English instructional program. This is determined by:

- . tests administered at the end of each school year to determine the extent to which the student has developed oral and written language proficiency and specific language skills in both the student's primary language and English;
- . an achievement score at or above the 40th percentile in the reading and language arts sections of an English standardized test approved by the agency; and

*TEA minimal entry/exit criteria is contained in Proposed Amendment to 19 TAC, Chapter 77, Subchapter R. (226.32.52.001-.050) Bilingual Education, Sec. 77.356.

other indications of a student's overall progress as determined by, but not limited to, criterion-referenced test scores, subjective teacher evaluation, and parental evaluation.

REENTRY PROCEDURES

In compliance with S.B. 477, Section 21.455, the LPAC may reenroll students who have been transferred out of a bilingual education or special language program, if evidence suggests that they have inadequate English language proficiency and achievement. Reenrollment is based on the Entry Criteria, listed on page 18.

PARENT PARTICIPATION

ROLE OF PARENTS

Parents, defined as the natural parents or legal guardians, play an important part in the compliance with S.B. 477. The law mandates that a parent be a member of the Language Proficiency Assessment Committee. As such, this parent will assist in the implementation of LPAC tasks:

- . reviewing all pertinent information on each LEP student;
- . making recommendations concerning appropriate placement;
- . reviewing LEP students' progress in the bilingual education or special language program;
- . monitoring progress of exited students; and
- . determining appropriateness of extended programs.

Parents have other responsibilities. All parents must assist in providing information for the home language survey and sign the form if their children are in grades K-8.

Parents of LEP students have additional responsibilities.

- . They must attest that the student's proficiency in the primary language is greater than proficiency in English.
- . After receiving written notification of student's entry and placement in a bilingual education or special language program, parents should give written consent and must be assured of the program's benefits.
- . During the monitoring and follow-up process, parents must offer their viewpoints to LPAC for the purpose of formulating an appropriate instructional program for their children.

RIGHTS OF PARENTS TO APPEAL

Section 21.463 of S.B. 477 gives parents the rights to appeal under certain conditions. If a school district offering bilingual education or special language programs fails to comply with the requirements of law or the rules of the State Board of Education, parents may appeal to the Commissioner of Education. If parents disagree with the placement of a student in a program, they may appeal that decision to the local Governing Board.

Judge William Wayne Justice's order has enjoined TEA to adopt effective complaint procedures and to designate specific individuals within the Agency who will be responsible for investigating such complaints. The order also directs TEA to promulgate regulations for the establishment of Parent Advisory Committees in local school districts with a population of fifty or more students using Spanish as their primary language. These committees shall submit annual reports to TEA concerning compliance.

TRAINING OF LPAC MEMBERS

TRAINING OF LPAC MEMBERS

Before a committee can operate effectively, it will be necessary to train its members. The amount of training may vary depending on the needs of the participants. The training should be task-oriented, making use of demonstrations, role playing, question/answers, and use of actual materials. It should be formulated by objectives and evaluated by the performance of the participants. The more involved the participants are, the more effective the training will be.

It is advantageous to hold or schedule a training session before the committee starts working. This provides the opportunity for LPAC members to become totally cognizant of their roles and responsibilities and to be able to function in full compliance with the mandates of S.B. 477. Training sessions may take place:

- . before preservice sessions, with stipends;
- . during the regular preservice sessions; or
- . during the first week after school begins, providing release time.

After functioning as committee members, the members may feel the need for more training and decide to have continued training/discussion sessions at regular intervals.

Intercultural Development Research Association (IDRA) has developed a training manual for the purpose of training LPAC members. The same manual, with modifications, can be used to orient and inform nonmembers of the LPAC, such as groups of administrators, the general teaching staff, and

parent committees.

The training manual includes a packet of materials which provide helpful information on the procedures and the strategies to be used. The packet contains:

- . suggested workshop schedules;
- . a needs assessment form to determine training needs;
- . a brief summary of Senate Bill 477;
- . a glossary;
- . forms (documents) and handouts;
- . transparencies; and
- . an evaluation form to assess the effectiveness of training.

Glossary

- Appeal - A request by a parent to have a hearing in case
- . the school district is not complying with the requirement of law or the rules of the State Board of Education. Noncompliance is appealed to the Commissioner of Education.
 - . of disagreement with the placement of a student in a bilingual education and or special language program. The appeal is made to the local Governing Board.
- Assessment Instruments - Tests which may indicate language proficiency levels or academic achievement.
- Bilingual Education - Bilingual education constitutes an authorized instructional program encompassing the total education process in which two languages (English and another language) shall be used commensurate with the individual needs of the pupils.
- Bilingual Educator - An endorsed/certified person who is involved in the implementation of bilingual education.
- Category - A subgroup within the matrix into which students are classified based on their relative proficiency in English and the other language.
- Categorization - The system or process of classification for the limited English proficiency students as to language proficiency and the prescription of an instructional program to meet their needs.
- Criteria - A set of rules on which a judgement or decision may be based.
- Criterion-Referenced Test - Teacher-made tests to ascertain mastery of objectives in the different subject areas.
- Compliance - Adherence in the implementation of the rules and regulations as established by S.B. 477 and other state educational agencies such as TEA and the State Board of Education.

Extended Language Programs - Programs designed for the purpose of helping LEP students increase their English language proficiency and which are offered on an extended basis such as preschool, summer school, or extended day/week classes.

Flowchart - A graphic representation of a scope and sequence of a process delineating tasks to be performed at scheduled time intervals.

Governing Board - The local school district's board of trustees.

Governor's Task Force on Bilingual Education - Created by executive order, made recommendations which were intended to guide the Texas Legislature in the enactment of S.B. 477/H.B. 886.

Home Language Survey - A questionnaire sent to parents to identify dominant patterns of language usage in the home.

Informal Reading Inventory - A reading placement test designed by the teacher and based on the student's reading materials to determine vocabulary, comprehension, and fluency.

LAS Supplement - A set of special games and activities that provide means of dealing with the linguistic problems identified by the LAS.

Level of English Proficiency - Test scores on language proficiency tests which are converted to indicate levels of proficiency.

LEP Student - Limited English Proficiency students are students whose primary language is other than English and whose English language skills are such that the students have difficulty performing ordinary class work in English.

Matrix - A graphic device which represents two variables, test levels of language proficiency in English and the other language. The categorization of LEP students is determined at the point of intersection.

Post-Elementary Grades - Grades beyond the elementary level.

Primary Language - The language that the student hears and speaks most frequently in the home and with peers, the most effective means for communicating, usually the first language learned, the language in which the student has dominant proficiency.

Senate Bill 477 - An act, passed June 1, 1981, amending Subchapter L. Chapter 21 of the Texas Education Code mandating Bilingual Education and Special Language Programs for school districts having 20 or more limited English proficient students in the same grade level, as follows:

K-Elementary - Bilingual Education

Post-elementary through 8th grade - Bilingual education or ESL or other transitional programs

9-12th grades - ESL

Special Language Programs - English as a Second Language and/or other transitional English language programs.

Standardized Achievement Tests - A normed measure used to indicate academic achievement.

State Board of Education - The official governing body of the Texas Education Agency composed of 24 elected members in Texas.

Student Folder - A packet containing all required documentation (forms) - Home Language Survey, test scores, classification, student progress, continuation, exit or assignment to extended programs.

Transitional Language Educator - A person involved in teaching English language skills, as an interim strategy, until such time as the student can function in the mainstream curriculum.

Underachievers - Students who fall below the 40th percentile as measured by standardized tests.

U.S. vs Texas Court Case - Civil Action No. 5281 submitted by the plaintiff-intervenors (MALDEF, LULAC, GI Forum) against the state of Texas to address the educational inequities existing in programs for Mexican American students of limited English proficiency.

APPENDIX

*FORMS FOUND IN THE APPENDIX

Home Language Survey, English-Spanish
Student Interview, English-Spanish
Teacher Language Observation Report
Reporting Form to District's Governing Board
Notification of Bilingual Program Entry-English/
Spanish
Notification of Special English Language Program
Entry-English/Spanish
Notification of Bilingual Program Exit-English/
Spanish
Notification of Special English Language Program
Exit-English/Spanish
LEP Eligibility
Aids to Student Categorization
Suggested Instructional Programs for Each Category
Monitoring Checklist: Teacher/Supervisor
Checklist: LPAC Completion of Tasks

*Some of the forms in this section have been adapted from those suggested by TEA and/or being used by the school districts in the San Antonio area. They are intended to be used; they can be duplicated, revised, or adapted to meet the particular district needs.

HOME LANGUAGE SURVEY

SCHOOL DISTRICT

DATE

Dear Parent or Guardian:

The _____ Independent School District is conducting a survey of home language for the purpose of determining the most appropriate instructional program for your son or daughter. With this and other information obtained at school, classroom teachers can better meet the needs of each individual student and thus provide the quality educational program we all want for our students.

We urge you to take time and answer this brief survey for each son and/or daughter you have enrolled in our school.

Have your son or daughter return the completed survey to the homeroom teacher tomorrow.

Your cooperation is appreciated.

Sincerely yours,

School Principal

Student's Name: _____ School: _____

Teacher/Advisor: _____ Room No. _____

1. What language(s) does your son or daughter hear at home?
☐ English ☐ Spanish ☐ Other (Vietnamese, Chinese, etc.)
Please state _____
2. What language(s) does your son or daughter speak at home?
☐ English ☐ Spanish ☐ Other (Please state _____)
3. Which was the first language your son or daughter learned?
☐ English ☐ Spanish ☐ Other (Please state _____)
4. Did your son or daughter learn two languages at the same time?
☐ YES ☐ NO
If YES, which ones? ☐ English & Spanish ☐ English and Other
5. What language does your son or daughter most frequently speak at home?
☐ English ☐ Spanish ☐ Other (Please state _____)
6. What language do you use most frequently when you speak to your son or daughter?
☐ English ☐ Spanish ☐ Other (Please state _____)
7. What language do you hear your son or daughter use most frequently with his or her friends?
☐ English ☐ Spanish ☐ Other (Please state _____)

SIGNATURE OF PARENT

ADDRESS

TELEPHONE

DATE

CUESTIONARIO DE IDIOMA HOGAREÑO

FECHA

Apreciable padre o guardián:

El Distrito Escolar Independiente de _____ está dirigiendo un cuestionario de idioma hogareño con el propósito de determinar el programa de enseñanza apropiado para su hijo o hija. Con ésta y otra información compilada en la escuela, los maestros podrán prescribir programas para que cada estudiante logre la calidad de educación que todos queremos para todos nuestros estudiantes.

Le solicitamos que tome tiempo y conteste este breve cuestionario para cada uno de sus hijos o hijas que esté registrado en esta escuela.

Dígnese a su hijo o hija que entregue el cuestionario ya terminado a su maestro o maestra mañana, sin falta.

Sinceramente,

Director de la escuela

Nombre: _____ Escuela: _____

Maestro/Consejero: _____ ¿ de cuarto: _____

1. ¿Cuáles idiomas oye su hijo o hija en su hogar?
☐ inglés ☐ español ☐ otro (Vietnamita, Chino, etc.)
Indique cual _____
2. ¿Cuáles idiomas habla su hijo o hija en su hogar?
☐ inglés ☐ español ☐ otro (Indique cual _____)
3. ¿Cuál idioma aprendió su hijo o hija primero?
☐ inglés ☐ español ☐ otro (Indique cual _____)
4. ¿Aprendió su hijo o hija dos idiomas al mismo tiempo?
☐ SI ☐ NO
¿Si sí, cuáles? ☐ inglés y español ☐ inglés y otro
5. ¿Cuál idioma habla su hijo o hija con más frecuencia en el hogar?
☐ inglés ☐ español ☐ otro (Indique cual _____)
6. ¿Cuál idioma usa usted con más frecuencia cuando habla con su hijo o hija?
☐ inglés ☐ español ☐ otro (Indique cual _____)
7. ¿Cuál idioma oye a su hijo o hija hablar con sus amigos?
☐ inglés ☐ español ☐ otro (Indique cual _____)

Firma de padre o guardián

Dirección

Teléfono

Fecha

STUDENT INTERVIEW

SCHOOL DISTRICT

Student's Name: _____ Date: _____

Teacher's Name: _____ School: _____

Ask the pupils the following questions in a normal conversational tone and at a normal speed. Stop after three failures. Check all that apply.

1. What is your name?
2. Where do you live?
3. Do you have any brothers and sisters? YES _____ NO _____
4. Does your grandmother and/or grandfather live in your home?
YES _____ NO _____ BOTH _____
5. What does your mother speak to you?
ENGLISH _____ SPANISH _____ OTHER _____
(Specify)
6. Do you answer her in:
ENGLISH _____ SPANISH _____ OTHER _____
(Specify)
7. What does your father speak to you?
ENGLISH _____ SPANISH _____ OTHER _____
(Specify)
8. Do you answer him in:
ENGLISH _____ SPANISH _____ OTHER _____
(Specify)
9. What do your grandmother and/or grandfather speak to you?
ENGLISH _____ SPANISH _____ OTHER _____
(Specify)
10. Do you answer them in:
ENGLISH _____ SPANISH _____ OTHER _____
(Specify)
11. What do you speak with your brothers and/or sisters?
ENGLISH _____ SPANISH _____ OTHER _____
(Specify)
12. What do you speak with your friends on the playground?
ENGLISH _____ SPANISH _____ OTHER _____
(Specify)

COMMENTS BY INTERVIEWER:

TOTAL RESPONSES

ENGLISH _____ SPANISH _____ OTHER _____
(Specify)

Based on the information from the interview conducted with this student, he/she responds in _____
(English/Spanish/Other)

Interviewer's Signature

ENTREVISTA

Nombre del Alumno: _____ Fecha: _____

Nombre del Maestro: _____ Escuela: _____

Pregunte a los alumnos las siguientes preguntas en un tono de conversación normal y a una velocidad normal. Suspense la entrevista después de tres errores.

1. ¿Cómo te llamas?
2. ¿Dónde vives?
3. ¿Tienes hermanos y hermanas? SI _____ NO _____
4. ¿Viven tus abuelitos en tu casa? SI _____ NO _____
5. ¿Qué te habla tu mamá—inglés o español?
INGLES _____ ESPAÑOL _____ LOS DOS _____
6. ¿Le contestas en inglés o en español?
INGLES _____ ESPAÑOL _____ LOS DOS _____
7. ¿Qué te habla tu papá—inglés o español?
INGLES _____ ESPAÑOL _____ LOS DOS _____
8. ¿Le contestas en inglés o en español?
INGLES _____ ESPAÑOL _____ LOS DOS _____
9. ¿Qué te hablan tus abuelos—inglés o español?
INGLES _____ ESPAÑOL _____ LOS DOS _____
10. ¿Les contestas en inglés o en español?
INGLES _____ ESPAÑOL _____ LOS DOS _____
11. ¿Qué hablas con tus hermanos(as)—inglés o español?
INGLES _____ ESPAÑOL _____ LOS DOS _____
12. ¿Qué hablas con tus amigos a la hora del recreo (en el patio de la escuela)—
inglés o español?
INGLES _____ ESPAÑOL _____ LOS DOS _____

COMENTARIO ADICIONAL:

TOTAL DE RESPUESTAS

INGLES _____ ESPAÑOL _____ LOS DOS _____

La información que se ha obtenido por medio de esta entrevista indica que este alumno contesta en _____
(Inglés/Español/Los Dos)

_____ Firma

TEACHER LANGUAGE OBSERVATION REPORT

Student's Name _____ Date _____

Teacher's Name _____

School _____

Check all that apply.

- ☐ 1. I have observed this student speaking a language other than English in the classroom, cafeteria, halls, or playground, or in other school situations.
- ☐ 2. The student has indicated that the language spoken in his or her home is non-English.
- ☐ 3. Conversation with a parent in a teacher/parent conference or other occasion indicates that a language other than English is probably spoken in the home.
- ☐ 4. The student has experienced difficulty in understanding oral communication in the classroom or has difficulty expressing herself or himself using English.

Other Comments:

REPORTING FORM TO
DISTRICT'S GOVERNING BOARD

Campus _____ Date _____

Address _____

Telephone _____ Principal _____

Grade Cluster: Elementary _____ Middle _____ High _____

Grade	Room #	Number of LEP Students in			Total
		Category I	Category II	Category III	
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
Totals					

NOTIFICATION OF BILINGUAL PROGRAM ENTRY

Date _____, 19____

The _____ Independent School District is committed to provide instructional and enrichment programs that will meet the needs of the pupils in our schools. In accord with the educational goals of this district, we have developed a total program of basic instruction that addresses the special language needs of our students. Thus, we are pleased to inform you that we have enrolled _____ in a bilingual/bicultural instructional program.

Your child will receive specialized instruction in both English and the primary language until he/she is ready to transition to the all-English program.

If you have any questions, I shall be happy to meet with you.

Sincerely,

Principal

I concur with the school's decision to place my child,

_____, in a bilingual program.
Student's Name

Parent's Signature

Date

AVISO DE MATRICULA EN EL PROGRAMA BILINGÜE

Fecha _____, de 19__

El Distrito Escolar Independiente de _____ se ha comprometido a proporcionar programas de enseñanza y de enriquecimiento para poder lograr que cada estudiante reciba la instrucción más apropiada. Según las metas para la educación del distrito escolar, hemos desarrollado un programa total de instrucción básica que toma en cuenta las necesidades especiales del lenguaje de nuestros niños. Así es que nos place informarle que hemos matriculado a _____ en el programa de instrucción bilingüe.

Su hijo o hija recibirá instrucción en ambos idiomas, inglés y su primer idioma hasta que el/ella pueda llevar a cabo su educación totalmente en inglés.

Si tiene alguna pregunta acerca del programa, por favor no deje de ponerse en contacto conmigo. Estoy a sus órdenes.

Sinceramente,

Director/a

Con esta firma indico que estoy de acuerdo que mi hijo(a)

Nombre de Hijo(a) sea matriculado(a) en el programa de instrucción bilingüe.

Firma de Padre

Fecha

NOTIFICATION OF SPECIAL ENGLISH
LANGUAGE PROGRAM ENTRY

Date _____, 19____

The _____ Independent School District is committed to provide instructional and enrichment programs that will meet the needs of the pupils in our schools. In accord with our educational goals, we have developed a special English language program so that your child will develop the English language skills necessary to function fully in the school program. It is a pleasure to inform you that we have enrolled _____ in the special English language program.

If you have any questions, I shall be happy to meet with you.

Sincerely,

Principal

I concur with the school's decision to place my child,

_____, in the special English
Student's Name

language program.

Parent's Signature

Date

AVISO DE MATRICULA EN EL PROGRAMA
ESPECIAL DE INGLES

Fecha _____, de 19__

El Distrito Escolar Independiente de _____ se ha comprometido a proporcionar programas de enseñanza y de enriquecimiento para poder lograr que cada estudiante reciba la instrucción más apropiada. Según esta meta, hemos desarrollado programas especiales de inglés para que su niño(a) desarrolle las destrezas necesarias en inglés para participar en un programa de instrucción totalmente en inglés. Así es que nos place informarle que hemos matriculado a _____ en el programa especial de inglés.

Si tiene alguna pregunta acerca del programa, por favor no deje de ponerse en contacto conmigo. Estoy a sus órdenes.

Sinceramente,

Director(a)

Con esta firma indico que estoy de acuerdo que mi hijo(a)

Nombre de Hijo(a)

sea matriculado(a) en el programa especial

de inglés.

Firma de Padre

Fecha

NOTIFICATION OF BILINGUAL PROGRAM EXIT

Date _____, 19__

Dear Parent or Guardian:

Your child has been in the _____ Independent School District's bilingual education program. The program uses both English and the home language to teach students.

_____ has progressed well in this program. Based on test results he/she is now able to continue his/her school work in English and therefore we will place him/her in the all-English curriculum.

If you have any questions, I shall be happy to meet with you.

Sincerely,

Principal

I hereby concur with the school's decision to place my child

_____ in the all-English curriculum.
Student's Name

Parent's Signature

Date

AVISO DE TRASLADO DEL PROGRAMA BILINGÜE

Fecha _____ de 19 ____

Estimado Padre:

Su niño(a) ha participado en el programa bilingüe del Distrito Escolar Independiente de _____. Este programa usa ambos inglés y español para instruir al niño.

_____ ha tenido éxito como resultado de su participación en este programa. Por medio de exámenes hemos determinado que su hijo(a) ahora puede llevar a cabo su educación totalmente en inglés y será trasladado a las clases regulares de inglés.

Si tiene alguna pregunta acerca del programa, por favor no deje de ponerse en contacto conmigo. Estoy a sus órdenes.

Attentamente,

Director(a)

Con esta firma indico que estoy de acuerdo que mi hijo(a)

_____, sea trasladado a un programa de
Nombre de Hijo(a)

instrucción totalmente en inglés.

Firma de Padre

Fecha

NOTIFICATION OF SPECIAL ENGLISH LANGUAGE PROGRAM EXIT

Date _____, 19____

Dear Parent or Guardian:

Your child has been in the _____ Independent School District's Special Language Program. The program is designed to help students learn English more effectively.

_____ has progressed well in this program. Based on test results, he/she is now able to continue his school work in English and, therefore, we will place him/her in the all-English curriculum.

If you have any questions, I shall be happy to meet with you.

Sincerely,

Principal

I concur with the school's decision to place my child

_____ in the all-English program.
Student's Name

Parent's Signature

Date

AVISO DE TRASLADO DEL PROGRAMA ESPECIAL DE INGLES

Fecha _____, de 19__

Estimado Padre:

Su hijo(a) ha participado en el programa especial de inglés del Distrito Escolar Independiente de _____. La clase tiene como propósito el aprendizaje de inglés en una manera más efectiva.

_____ ha tenido éxito como resultado de su participación en este programa y opinamos que puede llevar a cabo sus estudios en las clases regulares de inglés.

Si tiene alguna pregunta acerca del programa, por favor no deje de ponerse en contacto conmigo. Estoy a sus órdenes.

Atentamente,

Director(a)

Con esta firma indico que estoy de acuerdo que mi hijo(a)

_____ sea trasladado a las clases regulares
Nombre de Hijo(a)
de inglés.

Firma de Padre

Fecha

LEP ELIGIBILITY

INDEPENDENT SCHOOL DISTRICT STATE BILINGUAL EDUCATION PROGRAM

NAME _____ BIRTHDATE _____ I.D. NUMBER _____ SCHOOL _____ SEX: M _____ F _____

ETHNICITY: Hispanic _____ Black _____ Not Hispanic _____ Asian or Pacific Islander _____ American Indian _____ Caucasian, Not Hispanic _____

GRADE	DATE ENTERED	HOMEROOM TEACHER	BILINGUAL CERTIFIED TEACHER RESPONSIBLE	QUALIFYING CRITERIA LPT* SAT*	TEST SCORE AND DATE		PARENT NOTIFICATION DATE	MONITORING RESULTS DATE		PROGRAM EXIT SCORE
					Eng.	Other				
									Exit	
									Continuation	
									Reclassification	
									Extended Program	

*LPT - Language Proficiency Test

*SAT - Standardized Achievement Test

AIDS TO STUDENT CATEGORIZATION

LAS: LEVELS of PROFICIENCY

LAS - English		LAS - Spanish	
Level I - Elem.	Level II - Sec.	Level I - Elem.	Level II Sec.
1 Non Eng. 54 & below	1 Non Eng. 52 - 61	1 Non Span. 54 & below	1 Non Span. 52 - 61
2 Non Eng. 55 - 64	2 Non Eng. 62 - 71	2 Non Span. 55 - 64	2 Non Span. 62 - 71
3 Ltd Eng. 65 - 74	3 Ltd. Eng. 72 - 81	3 Ltd. Span. 65 - 74	3 Ltd. Span. 72 - 81
4 Near Fluent Eng. 75 - 84	4 Near Fluent Eng. 82 - 91	4 Near Fluent Span. 75 - 84	4 Near Fl. Span. 82 - 91
5 Totally Fl. Eng. 85 - 100	5 Totally Fl. Eng. 92 - 100	5 Totally Fl. Span. 85 - 100	5 Totally Fl. Spa. 92 - 100

MATRIX FOR CATEGORIZATION OF STUDENTS

TEST LEVELS: ENGLISH

	1	2	3	4	5
1	Refer to diagnostician. Content areas in Span Oral Lang. Dev. in both languages. No Reading.	Refer to diagnostician. Content areas in Span Oral Lang. Dev. in both languages. Reading Readiness	Modified bil. prog. Eng. Oral Lang. Dev. Initial Reading in English.	Students who score at LAS levels 4 and 5 in English are English dominant. However, underachievers should be given instruction in areas of underachievement.	
2	Refer to diagnostician. Content areas in Span ESL No Reading in Eng.	Refer to diagnostician. Content areas in Span Oral Lang. Dev. in both languages. Reading Readiness	Modified bil. prog. Eng. Oral Lang. Dev. Initial Reading in English.		
3	Content areas in Span ESL Beginning reading in Spanish. No Reading in Eng.	Content areas in Span. ESL Spanish reading. Reading Readiness in English.	Modified bil. prog. Eng. Oral Lang. Dev. Initial Reading in English.		
4	Content areas in Span ESL Spanish reading No Reading in Eng.	Content areas in Span Eng. Oral Language. Spanish reading. Reading Readiness in English.	Modified bil. prog. Spanish reading Begin reading in English.		
5	Content areas in Span ESL Spanish reading No Reading in Eng.	Content areas in Span Eng. Oral Language. Spanish reading. Reading Readiness in English.	Modified bil. prog. Spanish reading Begin reading in English.		

TEST LEVELS: SPANISH

Explanation: The top part of the matrix indicates levels of English proficiency. The left hand side of the matrix represents the level of proficiency in the primary language. For Example, if a student tests level 2 in English and Level 3 in Spanish (2/3). The matrix indicates, at the point of intersection, that the student is in Category II and should have bilingual instruction. The placement of students who fall in the 1/1 and 2/2 levels may require referral to the diagnostician for further assessment. Interpretation of the various categories is as follows:

- Category I - Monolingual Other
- Category II - Dominant Other
- Category III - Bilingual
- Category IV - Dominant English
- Category V - Monolingual English

SUGGESTED INSTRUCTIONAL PROGRAM FOR EACH CATEGORY

Category I (Monolingual Spanish)	Category II (Spanish dominant, limited English)	Category III (Bilingual)	Category IV (English dominant, limited Spanish)	Category V (English dominant)
English as a Second Language. Initial instruction in Spanish. Concepts in Spanish Fine arts & cultural activities in English and Spanish.	English as a Second Language. Increased proficiency in both English and Spanish. Concepts in student's preferred language. Fine arts and cultural activities in both.	Communication skills in both languages. All concepts and skills in Spanish. Increased proficiency in both. Fine arts and cultural activities in both.	All concepts and skills in English. Advanced Spanish as a Second Language. Fine arts and cultural activities in both.	All concepts and skills in English. Beginner's Spanish (SSL) as a 2nd Language. Fine arts and cultural activities in both.
50				
1. Daniel	1. Joe	1. Helen	1. Henry	1. Rosario
2. Tom	2. Lupe	2. Becky	2. Teresa	
3. Lisa	3. Fred	3. Margarita	3. Manuel	
4. María	4. Susie	4. Vicky		
5. José	5. Mark	5. Anthony		
	6. Ana			
	7. Juan			
	8. Felix			
58				59

MONITORING CHECKLIST: TEACHER/SUPERVISOR

School _____ Principal _____
 Teacher _____ Room No. _____ Grade _____ Endorsed _____
 Students _____ Language Category I _____ II _____ III _____

Classroom Management Information:

Self-Contained _____
 Team Teaching _____
 Individualized _____
 Learning Centers _____

I. Instructional Program

Is the student receiving instruction in:
 Language Arts in the primary language?
 Language Arts in English?
 Content areas in the primary language?
 Content areas in English?
 English as a Second Language?
 Relating to student's culture?

YES	NO	Time Allotment
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

II. Administration of Informal Reading Inventory or other:

Reading Placement Test
 Spanish
 English

_____	_____	_____
_____	_____	_____

III. Texts or Systems

(List titles and indicate page number and whether lesson objective was achieved.)

Reading	Page Number	Met Objectives	
		YES	NO
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

	Page Number	Met Objectives	
		YES	NO
Math			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Social Studies			
_____	_____	_____	_____
_____	_____	_____	_____
Science			
_____	_____	_____	_____
_____	_____	_____	_____

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IV. Student's Adjustive Behavior

Emotional attainment (Involves considering whether the student responds positively to the school environment)

Poor Fair Good Excellent

Social attainment (Involves considering whether the student interacts positively with teachers and peers)

V. Samples of Student's Work (Attach)

VI. Additional Teacher/Supervisor Comments

CHECKLIST: LPAC COMPLETION OF TASKS

	In Progress	Date Completed
Review of Home Language Surveys		
Review of Student Interviews		
Review language proficiency levels		
Spanish/other		
English		
Consult with		
Teachers		
Parents		
Resource Personnel		
Validate language proficiency levels in English and the primary language through use of a matrix to categorize LEP students		
Use reporting Form (Appendix) to communicate number of LEP students in each category to the district's governing board		
Recommend placement of LEP students		
Give written notice to parents of student's classification within 10 days		
Meet with LEP student's parents when necessary to discuss placement and benefits of a bilingual or special language program as an integral part of the school program		
Monitor LEP student's progress by reviewing the input from teacher/supervisor on the monitoring checklist		
Determine future placement		
Exit		
Continuation		
Notify parents in writing of student's exit		
Follow up exited students for reclassification in extended program in consultation with		
Teacher		
Parent		
Resource Personnel		
Determine effectiveness of extended language programs		

REVIEW QUESTIONS AND ANSWERS: LPAC

1. Must LPAC members administer all the tests necessary for placing students in a language category?

It is recommended that this task be assigned to the test administration team previously identified and trained by the school district.

2. Are the LPAC members responsible for sending out and collecting language surveys?

It is recommended that the campus principal undertake this task. Once the surveys are retrieved, the LPAC reviews them.

3. Are the LPAC members responsible for determining the language category of each student and recommending program placement?

The LPAC is responsible for reviewing all language assessment information and validating the language category determination. Based on this information the LPAC makes a recommendation for placement.

4. Once the LPAC committee has made a placement recommendation is the decision final?

No. Parents have the right to appeal their decision if there is disagreement.

5. Are the LPAC's decisions totally based on the scores presented to them?

The LPAC needs to consider the following: criterion - referenced testing, teacher evaluation and parental viewpoint.

6. Once a student has exited from the bilingual program, is it the responsibility of the LPAC members to monitor the student's progress throughout their educational career?

S.B. 477 requires the LPAC to monitor student's progress for two years after exiting the bilingual program.

7. Is recordkeeping an important activity of the LPAC?

This is a very important activity. Documentation is extremely important to validate the decisions made. It will also be beneficial in determining student progress. Records of all decisions should be kept in the student's folder together with the student's test scores and other evidence of progress (or lack of it).

8. Will LPAC members reach decisions on the basis of majority vote?

It is recommended that LPAC members finalize an effective process for decision making concerning the placement of a student.

9. Are the LPAC members personally liable for all decisions made concerning placement of students?

Although LPAC members should take their responsibility very seriously, they are acting as representatives of the school district.

10. Is it possible for LPAC members to function effectively without any training?

It is recommended that members of the LPAC committee be trained in specific areas to facilitate their role and to function effectively and collectively.

11. Is the number of members in the LPAC limited to four?

There is no limitation; however, it is designated that there must be at least four members: an administrator, a bilingual educator, a parent of a LEP student and a transitional language teacher.

12. Must the parent member of the LPAC be a parent of a LEP student?

Yes, the parent member of the LPAC must be a parent of a LEP student.

13. Are parents serving on the LPAC violating the Privacy Act?

A parent serving on the LPAC is automatically considered a representative of the school district and has a right to work with student records.

14. Must the parent member of the LPAC be the parent of the LEP student being reviewed?

This is the most efficient and desirable procedure as parent input and consent is required for all placement decisions.